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ABSTRACT

A project was designed to increase reading skills of a target group of kindergarten through second-grade students in a primary continuous progress (CP) house in central Florida. The original target group included 15 kindergarten students, 34 first graders, and 54 second graders. Strategies included 4 parent language arts inservices, developing lessons for parents to use in their homes and providing the necessary materials to complete activities. Parents were provided with home support through visitations conducted by CP teachers, and by a parent involvement educator upon request. Project goals were that 30% of the first- and second-grade students in the target group would: (1) increase their instructional reading levels by 3 levels or read on grade level, and (2) score a minimum of 70% on the comprehension questions for a story on their instructional level. The final goal was that 50% of the families in the target group would participate in at least 3 backpack activities. Results indicated that 91% of the first- and second-grade subjects showed increases consistent with goal 1; 78% of subjects scored at least the minimum set in goal 2; and 92% of the families in the target group participated in the third goal. All program objectives were met by the target group with increased percentages of 61 for the first objective, 48% for the second, and 42% for the third. Success levels were measured by pre- and post-running record summary and by a student backpack sign-out log. (Contains 4 tables of data and 15 references; various sample forms, instructions, and activities are appended.) (Author/CR)

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HELPING PRIMARY STUDENTS INCREASE IN READING SKILLS THROUGH PARENT LITERACY TRAINING

by

Patricia A. Wagner

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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Abstract

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The project was designed to increase the reading skills of a target group of kindergarten through second grade students in a primary continuous progress (CP) house. The original target group included 15 kindergarten students, 34 first graders and 54 second graders. Strategies included four parent language arts inservices, developing lessons for parents to use in their homes and providing the necessary materials to complete activities. Parents were provided with home support through visitations conducted by the CP teachers, and parent involvement educator upon request. The project goals were 30% of the first and second grade students in the target group will increase their instructional reading levels by 3 levels or read on grade level. Thirty percent of the first and second grade students in the target group will score a minimum 70% on the comprehension questions for a story on their instructional level. The final goal was that 50% of the families in the target group will participate in at least 3 backpack activities. All the program objectives were met with the target group. Levels of success were measured by pre and post running record summary and by a student backpack sign-out log. Appendixes include a backpack evaluation form, teacher's manual, inservice training log, Family Discovery Backpack informational hand-out, story book reading directions, Story read-aloud list, Family Discovery Backpack hand-out on story summaries, and story summary directions.

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CHAPTER I

Purpose

The school was located in central Florida. It was the smallest elementary school its district. It was an inner city school. The school served 515 students in grades prekindergarten through fifth grade. Special programs were available for exceptional students. They consisted of prekindergarten varying exceptionalities (PK-VE), specific learning disabilities (SLD), and emotionally handicapped (EH). All students lived within two miles of the school and were transported because of dangerous highways between the school and homes. Ninety-five percent of the students qualified for free meals which included free breakfast and lunch.

Eighty-five percent of the students came from single parent, disadvantaged homes. The major source of income for parents was Aid For Dependent Children (AFDC). As a result, the school was identified as a school for educationally disadvantaged students. The student population was composed of 42% Hispanic, 40% African American, 18% Caucasian and one student of Native American ancestry. All of these factors contributed to the school's eligibility for Titlel funds.

The school was staffed by two prekindergarten varying exceptionalities teachers, four Headstart teachers, one migrant

prekindergarten teacher, four kindergarten teachers, four first grade teachers, one kindergarten and first grade combination teacher, one first grade and second grade combination teacher, three second grade teachers, one primary varying exceptionality teacher, four third grade teachers, three fourth grade teachers, three fifth grade teachers and one emotionally handicapped kindergarten through grade five teacher. Additional professional classroom support staff included three primary reading intervention (PRI) teachers, and one specific learning disabilities teacher. Resource teachers included a full-time psychologist, speech teacher, one guidance counselor, one media specialist, one technology specialist, one computer lab technology specialist, one English for speakers of other languages (ESOL) teacher, one reading specialist, one math/science resource teacher, and one parent involvement specialist.

Non-instructional classroom support included eight paraprofessionals, one guidance secretary/parent involvement paraprofessional, two migrant home school advocates, media assistant, and a health assistant. The teacher turnover rate was 23 % in 1994 and 21% in 1995. The professional level of the 48 faculty members included two administrators with Ed.S. degrees, 14 teachers with master's degrees, and 29 teachers with bachelor's degrees.

The facility of the school consisted of a two-story red brick building constructed in 1927. The facility was located on a 24-acre parcel and was fenced on three sides for student safety during the school day.

Several concrete additions included classrooms, cafeteria, and a media center. Nine portable classrooms and a newly completed Life Skills building completed the facility.

The Life Skills building housed a full-time parent involvement educator teacher, two migrant para-home school educators, one clinic assistant, a half-time guidance secretary and half-time parent involvement paraprofessional, and two First Start Educators (one teacher, one paraprofessional).The First Start Educators identified families with children, infants and toddlers in their household. They provided adult classes on how to care for their children. The building had a fully-equipped dental office for dental screenings and routine dental work. During the 1996-1997 school year, adult education classes were offered on Mondays and Wednesdays from 8:00-11:00 A. M.

The Title I Grant proposal for the Title I funds included raising test scores in mathematics and reading on the Stanford Achievement Test (SAT) and making parents equal partners in education. Fifty-one percent of the students enrolled at the school must show gains of at least 1 Normal Curve Equivalent (NCE) in math application, total math, and reading comprehension. The supervisor of the county's Title I program and Title I Evaluator presented analysis of SAT test results each year. During discussions with teachers, areas of weaknesses and curricular changes were noted, but a plan to directly involve parents in the development, creation, and implementation of new and creative ways

to teach the children were not considered. Student failure was blamed on the lack of parent support, socioeconomic status, poor student behavior, poor living conditions, medical needs, migratory status, and changes in educational expectations of the students at the school.

In the school's county, the SAT test was administered to students and scores in reading comprehension and math application were closely examined. Schools with less than 33 % of the fourth grade students scoring above the 50th percentile were targeted as critically low schools. Critically low schools were given two years to meet the standards set by the Florida Department of Education.

The Vital Signs Report, generated by the Florida Department of Education identified schools with fewer than 33 % of the fourth grade students in each school scoring above the 50th percentile. The Vital Signs Report reported that in 1995 the writer's school had 32 % of the fourth grade students above the median in math and 13 % in reading comprehension.

An academic focus had always been a high priority at the writer's school. Students enter kindergarten with many deficiencies. Students attending the school scored lower than district, state and high poverty schools in all areas during 1994-1995. The writer's school had a higher percentage of free/reduced lunch students, a higher minority population, a higher mobility rate, and more Limited English Proficient (LEP) students than district, state and high poverty schools.

This writer was a 1991 graduate from Edinboro University of Pennsylvania, with a bachelor of science degree in elementary education. This writer was employed at the school described above for six years. She had taught third grade for three years and kindergarten through second grade primary continuous progress for three years. The primary continuous house involved working with children in kindergarten, first and second grade on a daily basis. The writer had worked on the curriculum committee and the discipline committee at the school. She was the chairperson of the discipline committee during the 1996-1997 school year. She had also served on the parent advisory council for two years. The writer was a peer teacher for beginning teachers at the school. As a peer teacher, responsibilities included providing coaching for new teachers. She was also a school Linker. (A school Linker provided training and support to the staff, on the county's curriculum.) The writer was the team leader of a seven-person primary continuous progress team for the 1996-1997 school year. As team leader this writer's responsibilities included: budgeting the team's finances, holding team meetings to disperse important information, acting as a facilitator to accomplish tasks assigned to the team, and providing updates on current changes in the county.

Problem Statement

Academics

The 1993-1994 Vital Signs reported that the writer's school had 32 %

of the fourth grade students above the fiftieth percentile in math application. The district median was 56 % of the fourth grade students above the fiftieth percentile in math application. The state median was 55% of the fourth grade students above the fiftieth percentile in math application. High poverty schools similar to the writer's school had 38% of the fourth grade students above the fiftieth percentile in math application. The writer's school scored 1% below, the required percentage of 33%, and was identified as a critically low school by the Florida Department of Education.

The area of greatest concern were the reading scores. As reported by the Vital Signs Report, the writer's school had only 13 % of the fourth grade students above the fiftieth percentile in reading comprehension. The district median was 44 % above and the state median was 43% above. High poverty schools similar to the writer's school scored 27% above the 50th percentile. The writer's school had to raise reading scores by 20 % to meet minimum state standards of 33% of the fourth grade students scoring above the fiftieth percentile in reading comprehension.

Table 1 provides information from the Stanford Achievement Test (SAT) for the 1994-1995 and 1995-1996 school years. The test was administered in the spring of each school year. The information represented the Normal Curve Equivalent (NCE) scores by grade level in reading comprehension and math application. The Florida Department

of Education required the fourth grade to score at or above a 33 to remain off the critically low schools list.

Table 1

Mean NCE Scores by Grade Level for 1995.

Grade	Tested	Reading Comprehension	Math Application
2	52	28.8	43.8
3	50	32.5	43.2
4	70	30.4	43.7
5	58	36.3	40.8

Table 2

Mean NCE Scores by Grade Level for 1996.

Grade	Tested	Reading Comprehension	Math Application
2	45	34.5	50.6
3	33	31.6	50.8
4	36	43.2	58.5
5	48	37.0	42.3

Table 2 listed the academic achievement of students in 1995-1996. NCE scores were rising in both math application and reading comprehension. However, the school continued to score the lowest in the district. Test scores indicated that students performed better in math than in reading.

In January of 1995, the school implemented the use of computer software called Success Maker (Computer Curriculum, 1995). The software provided individualized reading and math instruction to

students. It provided automatic branching and motion. The instruction was self-paced and provided tutorials as needed.

The program was purchased by the school because of the extreme need to improve academic performance. Due to the lack of funding, fourth grade was the only grade that completely utilized the program. Each student spent 30 minutes daily on Success Maker in the classroom and an additional 30 minutes in a lab setting. A total of one hour was spent daily on individualized reading and math instruction.

The Success Maker program was given much of the credit for the 12.8 NCE gain in reading comprehension and 14.8 NCE gain in math application of the fourth grade students in 1996. Table 3 shows the difference in the gains across the grade levels.

Table 3

NCE Gains by Grade Level for 1996.

Grade	Reading NCE Gain	Math NCE Gain
2	5.7	6.8
3	-0.9	7.6
4	12.8	14.8
5	0.7	1.5

As table 3 showed there was a large difference in NCE gains across grade levels. Fourth grade made the highest gains in reading comprehension on the S.A.T. For the 1996-1997 school year money was allocated to funding more stations of Success Maker. Fourth grade students continued to have one hour of time for individualized instruction,

five days a week. Second, third, and fifth grade students had 30 minutes of individualized time five days a week. Students were also given a 30 minute lab time two days a week. Kindergarten and first grade students did not have access to the Success Maker.

The extreme need for the improvement of reading skills of the students prompted the school to implement a program called Primary Reading Intervention (PRI). The program began in 1991. The program was designed to accelerate at-risk students to average reading levels. The students in the program received one-to-one instruction for 30 minutes a day from a specially trained teacher. There were 90 first through fourth grade students being served during 1996-1997. The school had three PRI teachers and two paraprofessionals who served children. Due to time and money constraints all the children who needed the PRI program were unable to receive services. The school had the highest number of students being served in the county.

Table 4 provided information on the retentions, administrative placement , and promotions for the school year 1995-1996. The decision on the placement of the students for the following school year were conducted in May. The administration, reading specialist , math/science resource teacher and team of teachers met to decide on the most appropriate placement for the students. Math level, reading level , and social developmental areas were all considered. Students in kindergarten through second grade were more likely to be retained due

to social developmental levels. Students in third through fifth grade were less likely to be retained due to the fact that they had already been retained at a lower level. According to the administration, the major issue for all the non-promotions was lack of necessary reading skills needed to perform at the next grade level.

Table 4

Student Promotion by Grade Level 1995-1996.

Grade	Retained	Administrative Placement	Promoted
Kindergarten	6	19	43
First Grade	4	25	40
Second Grade	1	18	43
Third Grade	1	18	34
Fourth Grade	0	7	45
Fifth Grade	0	22	60

According to the information in table 4, 58 % of the kindergartners, 73% of the first graders, 44% of the second graders, 56% of the third graders, 16% of the fourth graders, and 37% of the fifth graders lacked the necessary reading skills needed to perform at the next grade level. The percentage of children who were not ready to meet the requirements for the next grade level was very alarming. The writer's school had the highest retention and administrative placement rate in the county.

Parent Involvement

Parents can feel a sense of ownership at the school because many of

them have lived in the same neighborhood and attended the school. Parents volunteered at the school and attended monthly dinners to support the school by participating when they could. Many parents love their children and want them to be successful in school. A survey of 183 of the school's parents indicated that 85% dropped out of high school before becoming a junior and 90% did not do well in school or did not like school. However, 80% would like to earn a General Education Development (GED) Diploma but feel they are not smart enough to pass the GED test.

Surveys were given to 227 adults. Parent survey questions addressed issues such as the number of days homework assignments should be sent home, and whether parents were willing to assist with homework. One hundred percent of the adults attending the workshop and dinner responded to the survey. Survey results indicated that parents wanted students to bring homework assignments from school each night. Parents were willing to help the children with assignments, and were willing to spend 15 to 30 minutes each night helping with assignments. Based on an analysis of the positive responses from parent surveys, parents were willing to participate in helping students succeed in school. Survey results indicated that parents strongly agreed to cooperate with school staff to nurture academically successful students.

While developing the Comprehensive Improvement Plan (CIP) for 1996-1997, parents requested a school-wide homework policy. Parents

and teachers decided that students needed a minimum of three days with homework or educational assignments. After the CIP was developed, a school-wide homework policy went into effect.

Based on a survey given to teachers only, twenty-two percent of the students were returning homework assignments. Factors contributing to lack of parent involvement included negative experiences of parents as a student in school, the type of activities required of the parent, the level of difficulty of the assignment, and lack of materials to complete or enrich educational activities.

Feelings of hopelessness and despair surrounded many of the households. Parents viewed school as the path to a better life for their children. However, these students were often unsuccessful and found learning difficult. This resulted in students who were unmotivated, caused class disruptions, and made regular appearances in the administrators' office for inappropriate behavior.

Target Group

The parents involved in the target group were the students in a primary continuous progress team (CP Team). The team consisted of one kindergarten teacher, two first grade teachers, one first/second grade teacher and three second grade teachers. In the CP team there were 15 kindergarten students, 34 first grade students, and 54 second grade students. The CP team served a total of 103 students. Twenty-seven of the students were Limited English Proficient (LEP) students. Thirty-three

of the students received Primary Reading Instruction (PRI). Thirty-seven percent of all the PRI students in the school were on the CP team. There were 15 students on the CP team who received speech services. One student received emotionally handicapped services. Two students required the use of a special device to assist in hearing the classroom teacher.

Academic reading success of the students was measured in several ways. A reading test was administered three times during 1996-1997. The test consisted of giving the children a grade leveled passage to read orally to the teacher. The oral reading was followed by an oral retelling of the passage read. Students were to score 91% on the oral reading and a seven out of ten on the retelling to be considered successful at that reading level. The second time the test was administered the number of children reading below grade level, as compared to the number of children reading on grade level widened. This was due to the fact that requirements for reading on grade level at the beginning of the school year are lower.

According to the running records collected by each of the CP teachers in September of 1996, 12 of the first grade students were reading below grade level. Twenty-two of the first grade students were reading on grade level and none of the students were reading above grade level. Thirty-four of the second grade students were reading below grade level, six students were reading on grade level, and 14 students were reading

above grade level. Kindergarten students were not given a running record test due to the fact that they are in the process of learning letters and print concepts.

Sixty-one percent of the first and second grade students were reading on or above grade level, as documented running records. Ideally, 100% of the students should have been reading on or above grade level . There was a discrepancy of 39 % of the students reading below grade level. There was a need to intercede to improve reading levels of first and second grade students.

Outcome Objectives

The program objectives were:

After 12 weeks of participating in the Discovery Backpack program, 30% of the first and second grade students in the target group will increase instructional reading levels by three levels or read on grade level, as measured by Running Records.

After 12 weeks of participating in the Discovery Backpack program, 30% of the first and second grade students in the target group will be able to score a 70% on the comprehension questions for a story on instructional level, as measured by the comprehension check on the Running Records.

After 12 weeks of participating in the Discovery Backpack program, 50% of the families in the target group will participate in at least 3 backpack activities, as measured by backpack check-out log.

CHAPTER I I

Research and Planned Solution Strategy

An article written by Heald-Taylor (1987), titled " How To Use Predicable Books For K-2 Language Arts Instruction", explained the importance of using books with refrains in the teaching of language arts. The article began with the research basis for using literature to teach children how to read. It stressed the importance of children becoming involved in the reading process through story reading and shared reading experiences.

The article gave an eight-step process for reading aloud to children. Step one was that the reader should choose books that are enjoyable to them. Books chosen for read-aloud should be developmentally appropriate for the audiences it is being read to. Step two was to complete a prereading discussion of the book to be read aloud. This should be done by having the children look at the cover of the book and make predictions about the story. Pointing out the title, author, and illustrator was also discussed as an important part of the prereading process. The third step was to read the text. The author suggested holding the book so the audience could see the illustrations as well as the print. At this point the author suggested pointing to the print to reinforce the direction of reading. Step four was to encourage the

children to participate in the reading of the story by making musical sounds, clapping to rhythm, acting out the character roles or using flannel boards as the story is being read. Step five provided the children the opportunity make predictions throughout the reading of the story. Step six was to check the comprehension of the audience . This should be done by asking the children a few questions about the story. Step seven was an evaluation of the story read. Children should be encouraged to rate stories on simple rating scales and give reasons for the ratings. The author suggested keeping a record of evaluations. The final step was to provide children an opportunity to listen to stories recorded by older students or adults. The author suggested having children make big books from stories they have already heard. The author explained steps for making big books.

The second part of the article explained the process for shared reading. In shared reading one book is selected to be the focus book for the week. The author explained a ten-step process for shared reading. This process began with the selection of the book followed by the reading of the book. During the reading of the book children should be encouraged to read the story in unison. The text should be followed with a pointer.

The author suggested using one of the following techniques for the shared reading. The first method discussed was refrain. (The teacher reads one line of text and the students repeat the line in unison.)

Cloze procedure was the second technique discussed. (The teacher reads most of the text and pauses. The children fill in the text where the teacher has paused.) The third method was unison reading. (Students read the text first with teacher assistance and then without.) The last reading technique described was independent reading. (Students select literature that has been read and reread in class to read independently.) After the reading of the text, a discussion of the story should follow.

The author encouraged teacher observation of the children during the reading process. She encouraged teachers to record observations. Children should be provided with various activities related to the text for further development of the story. The books should be placed in an area of the room for children to select during recreational time in the classroom. The author suggested having a small group time where the teacher worked with a student or students on a book they have selected to share. Finally, the author suggested the reading of other selections each day of books that have been read previously. In conclusion, the author strongly believed in using literature to teach reading to young children. She believed using literature fosters a love of reading and therefore makes the process of learning to read an enjoyable task.

Tunnell and Jacobs (1989) wrote an article titled "Using 'real' Books: Research findings on literature based reading instruction." The article addressed the issue of using basal readers versus literature-based reading instruction. The article began with an overview of research on

literature-based instruction versus basal instruction. In two controlled studies children instructed with a literature-based reading program outscored children instructed with a traditional basal program, in all reading areas tested. The article continued to tell the positive results of literature-based instruction. The results of the Ohio Reading Recovery Program was discussed. The program focused on children who were being remediated in reading. Through the use of the literature-based program students were brought up to what was considered average reading levels.

Tunnell and Jacobs (1989) discussed a study that targeted children whose second language was English. The children were immersed in children's literature instead of traditional basal instruction. The program was a complete success. By the end of the second year of the program 60% of the target group was reading on or above grade level.

In conclusion, the authors suggested, based on research findings, that a literature-based reading program is an acceptable, if not preferred way to teach reading. Literature based instruction gives meaning and pleasure to the reading process. The authors felt that literature-based instruction was a more enjoyable and successful way of teaching young children to read.

Stickland's (1990) article entitled "Emergent Literacy: How Young Children Learn to Read and Write" focused on the study of emergent literacy. The author began the article contrasting traditional ways of

literacy learning and more recent studies of literacy learning. The author believes children should be surrounded in a "print-rich" environment. Children should take an active role in everyday tasks such as: reading recipes, making lists, and looking for food in stores. Strickland suggested that adults should take the time to listen to stories that are made up by the scribbling of children or simply listen to children retell familiar stories that have been read to them.

According to the author family storybook reading is an essential part of literacy development. She suggested that educators should use "big books" to recreate the family storybook experience in the classroom. Books with predictable language and storylines are suggested.The author suggested that teaching the skills that are essential to learning how to read is best done in context.

Yopp (1992) wrote about the need of phonemic training for emergent readers. She believed that phonemic awareness is a critical skill needed before formal reading instruction is conducted. Phonemic awareness is the understanding that words are made up of a series of individual sounds.

Yopp presented the findings of research that was on phonemic awareness instruction. She strongly suggested that phonemic awareness is a prerequisite of learning to read. The article mentioned several studies that showed phonemic awareness is not an innate skill and can actually be taught. Presented in the article was a study that

reported kindergartners who received phonemic awareness training significantly out performed those who did not. The study tracked the children through first grade where they found that the children continued to out perform the control group.

The suggestions given to teachers was to provide emergent learners with opportunities in storytelling, word games, rhymes, and riddles. Teachers should read literature that includes a rhyming language, alliterations, and assent patterns. Providing students with opportunities to participate in songs, poetry reading, and games that play with the use of language will give an exposure to phonemic awareness.

The article gave suggestions for developing classroom activities that focused on the sounds of speech. The author warned the teacher to narrow down the specific focus of the activities and that they are developmentally appropriate. Activities were given in sound matching, sound isolation, blending, sound addition and subtraction, and segmentation. Yopp suggested that the activities should provide a positive attitude toward learning and be conducted in small group settings. Teachers should encourage children's curiosity and allow for individual differences.

In conclusion, the author reminded educators that phonemic awareness activities are to be used as a supplement to reading aloud, language experience and big books. With the combined efforts of phonemic awareness activities and interactions with meaningful

language and print, literacy development should increase.

Turner and Paris (1995) wrote an article about the effects of literacy tasks on children's motivational interest for reading. The article began with two classroom scenarios. The first scenario was a child who was in what was considered a traditional classroom setting. The teacher conducted a lesson and then the child returned to his or her seat to complete a worksheet that reinforced the skill that was taught. This scenario was referred to as closed literacy instruction. The second scenario was a child who was engaged in the reading of a book and had a choice of several projects that could be completed after the reading of the book. The second scenario was referred to as open literacy instruction.

The article compared closed literacy instruction to open literacy instruction. The authors believed that the most effective way to motivate children to read is through open literacy instruction. They felt that it provided children with the power to choose texts and tasks that are of interest to the child. An interested child, in turn, will promote a stronger commitment to literacy. Open literacy activities also provided students with a moderate challenge which should prevent them from becoming bored or frustrated. The third component discussed was that children should have some control over their learning. The authors felt that this should support children in becoming independent readers. The use of collaboration in the classroom is highly recommended by the authors.

They felt collaboration promoted social interaction which can be used to keep motivation at high levels. Using literature to construct meaning to solve problems a focus in the article. Open literacy does not narrow the results of literacy tasks as correct or incorrect. Its structure allows children an opportunity to learn from their short comings and gives strategies on improving tasks that they attempt.

In closing, the article urged teachers to carefully examine their reading program. The authors suggested that providing a variety of open literacy activities will increase the motivation among children in the classroom. It suggested that low motivation in reading can often be attributed to the type of tasks the child is asked to complete.

The National Reading Research Center (1993) conducted a study of how to motivate children to become readers. A literature based reading program was developed and implemented in the study. The program consisted of literacy activities that included literacy centers, teacher read-alouds, independent reading, and a variety of literacy tasks. Children were given the opportunity to work alone or in collaborative groups.

There were three major components of the literature based program. The first component was the design of literacy centers. Centers were set up through out the classroom. Centers contained books, pillows, stuffed animals, and rocking chairs. Manipulatives such as headphones with recorded stories and felt boards were also provided. The second component of the program was teacher-guided literature lessons. These

lessons helped create interest in the literature and provided the teacher the opportunity to emphasize elements of stories. The final component provided the children with time for independent reading and writing. Collaborative grouping and peer tutoring were a major part of the program.

The article concluded with a summary of interviews of the children who participated in the literature reading program. The children interviewed had a very positive attitude towards reading and writing. They viewed reading and writing as fun activities and a time to interact with friends. Teachers reported that they were impressed with the change in attitudes of students. They viewed the literature program as a way to motivate reluctant readers.

The New Read-Aloud Handbook written by Trelease (1989) is used by educators world-wide. The author addresses parent, teacher, and professional groups on the subjects of children, literature, and television. Jim Trelease made it very clear that his book was not intended to teach children how to read, but teaching them to want to read.

Chapter one of the book was titled "Why Read Aloud?" The chapter was filled with statistics on the decline of the nation as readers. It summarized the results of a variety of sources. The author made a strong case as to the importance of being able to read for future success in our society. It was pointed out that many adults and children can read. However, according to the research in the book many adults

and children who can read do not choose to read for pleasure. Trelease (1989) promoted that if children were taught that reading was a pleasurable experience, they would have a desire for reading. Reading should be enjoyable and children should be given the opportunity to see reading as literature, not as a skill or drill practice. Trelease recognized the importance of skill and drill in short intervals. Trelease (1989) believed the real way to get children to read is by letting them experience reading. Chapter one continued with the importance of allowing children to love reading and not see it as boring or hard. The author suggested that the best way to do this is by modeling reading aloud.

Chapters two and three were a breakdown on when to begin reading to children and what type of reading was appropriate for developmental stages of children. Chapter four listed the "does and don'ts" of reading aloud. Suggestions were written in bullet format to make it easy to read and use for later reference.

Chapter six dealt with the importance of home and public libraries. The author suggested that parents should set up libraries in their homes the minute the child was born. He continued by telling the reader how to set up a home library. He suggested that parents should narrow down the book selection to a few favorites that the infant can become familiar with, until the age of two. Trelease (1989) strongly advocated the use of the pubic library system. He criticized school systems for not working more closely with the public library system.

Chapter eight dealt with the importance of sustained silent reading. This is where adults set aside time during each day for reading books. Trelease (1989) explained how to set up a strong silent reading program in the home and at school. The book concluded with a listing of suggested read aloud literature. It provided a short summary of each book, author, number of pages, and age appropriateness of the books. It gave a listing of picture books, reference books, short novels, novels, and poetry.

Fredericks and Rasinski (1990) surveyed schools that had very successful parent involvement programs. They listed 14 characteristics that all the schools had in common. Their first suggestion was to inundate parents with information about the desired programs. Parent participation should be a school-wide effort. They suggested offering recognition to parents and students who are involved in the school. Students should send invitations to parents for special events. Programs should provide something for the entire family. The authors suggested involving not only parents but community members. Teachers should make classrooms a very comfortable place to be. Parents need to feel welcome in the school. Telephone calls should be made to inform parents of good news. Schools need to take the time to find out why parents are not involved and make efforts to correct the problems. Scheduling of special events should be flexible. Parent hot lines can also be developed to increase parent involvement. The use of

community members can help to improve parent involvement. Activities can be video-taped and made available to parents who can not attend. Providing parents with special services such as babysitting or a ride to the event, may increase parent involvement. The authors stressed that involving parents in the school can be a difficult task. Parents should be aggressively recruited and involved in the reading curriculum at the school. The article suggested that each school should commit to making "every family a reading family". The first program researched was a partnership of Montclair State College and Newark, New Jersey, public schools. The article was written by Handel (1992) who was the director of the Partnership for Family Reading. The project's goal was to help parents support the literacy development of their children and improve their own literacy in the process. The population in which the project was implemented was low income, minority, and educationally disadvantaged. A major component of the Partnership was Family Reading workshops. The project began in one Newark elementary school in 1987. As of 1992, a total of 32 schools in the district have implemented the program. The program served families with kindergarten and primary grade children. The project used an adaptation of the Family Reading model (Goldsmith and Howell, 1990:Handel, 1990: Handel and Goldsmith,1988). The Partnership for Family Reading provided worthwhile workshops for parents and other adult family members. The workshops acquainted the participants with

children's books and ways to read aloud and discuss the books. Once the adults had an opportunity to practice the strategies, the adults borrowed books to read to their children at home.The Partnership for Family Reading conducted four Family Reading workshops and a final awards ceremony per school year. Attendance ranged from eight to 40 participants.

In conclusion, three factors that led to the success of the program were that parents were coming into a friendly atmosphere to participate in something positive, parents felt what they were learning was viable and that they could actually do this on their own, and the parents were treated respectfully as contributing members of the project. Some of the obstacles of the program were recruitment of participants and inability to attend, due to work schedules. One way teachers overcame that problem was to send books home to those parents who expressed interest, but could not attend. The author concluded that the advantages of the program far overshadowed the drawbacks.

Shuttleworth,(1986) wrote about a program offered to four schools in the City of York, a municipality within Metropolitan Toronto. The goals of the program were to improve reading levels, enable parents to give instructional support at home, and establish procedures for daily school-home connections. After the four schools presented the purpose and some examples of what would be expected out of the program participants to the parents of low readers, two schools committed to

implementing the program for six months. During the six month period, a total of 18 children participated in the program.

A video-tape was produced to prepare parents for participation in the program. The parents began the program by listening to the child read for at least 20 minutes each night and learning about the basal readers and library books the child was using in school. The program participants also received home visits from teachers. The teachers answered questions and modeled strategies for the parents in the home setting.

At the closing of the six month period, Shuttleworth (1986) stated that 50% of the participants made significant progress, but improvement was noted in all children whose parents completed the program. The benefits were deemed so positive that both of the participating schools expanded the Parents As Partners program the following school year. The benefits experienced by the program were improved literacy, improved school and home relationship, and increased circulation of library materials in school and public libraries. Overall, the program was considered very successful and was presented and demonstrated to several other interested schools.

Hannon and Jackson (1987) wrote about a home visiting project. The program was called The Reading Project. The project was implemented in one elementary school in northern England. The program targeted parents of five to eight-year old children. A total of 40 families

participated in the project. The school was located in a working class neighborhood with approximately three times the national unemployment rate. The project was carried out for five years. Jackson was the project coordinator.

The basic idea of the project was to provide children with reading books to take home. The parents were encouraged to listen to the child read at home several times a week. The books were sent home with reading cards so teachers and parents could communicate about the reading that was happening in the home.

Before the project began preliminary visits were made to all the homes of the participants. During the visit the project and the important role the parent would play in the child's reading progress was discussed. After the preliminary visit, one meeting was held at the school for the participants. Once the two initial contacts were made, books were sent home with the children. The coordinator would make home visits after receiving referrals from the classroom teacher. The classroom teacher would use the reading cards to determine when a home visit was necessary.

There were three types of home visits. The preliminary visit was a visit designed to clear up any misunderstanding the parents may have had about the program. The second type of visit were consultative visits. In this type of visit, advice was given on an as-needed basis, on specific concerns for that particular child. The final type of visit was called

special visits. These visits were to give books to children who were absent or to find lost books. Many times the special visits had nothing to do with the Reading Project directly, but were general problems that indirectly could effect the effectiveness of the Reading Project.

The project was evaluated through observation and surveys of the parent participants. The surveys were very favorable. Teachers were asked to fill out a written survey on the effectiveness of the program. All the teachers involved felt it had a positive effect on all the children involved. The article did not report if the reading scores improved for the children involved in the project. However, it did state that parent involvement was increased and the children had a love and desire to read.

Handel and Goldsmith (1988) describe a program called The Parent Readers Program. The article reported the results of the pilot phase of the program. The Parent Readers Program was implemented at New York City Technical College of the City University of New York. Sixty-six percent of entering freshmen were required to take a developmental course in reading, writing, or math. The program focused on the students enrolled in the developmental reading course. The failure rate in the course exceeded 50%. The college students involved were of ethnic minorities. Twenty percent of the students enrolled in the course were parents.

The Parent Readers Program's goal was to strengthen the academic

reading proficiencies of the parents by showing the connections of the skills through children's literature. The program focused on the importance of reading aloud to children. Reading skills were taught through enjoyable read-alouds.

The pilot phase of the program designed and implemented two workshops for participants. There were thirty-three students in attendance at the first workshop. The participants were given folders with pictures of parents reading to their children, informational booklets, bookmarks, and a form to record reading activities done in the home. There were children's books displayed in the workshops and students were given the opportunity to borrow these books from the workshop. The presenters read stories to the parent participants and presented tips for selecting age-appropriate books for children. They modeled reading aloud and how to foster active comprehension by using children's literature.

The second workshop had 22 participants. This workshop provided the participants the opportunity to share experiences with reading aloud to children. Participants discussed the books they borrowed and some of the interesting things that developed due to reading aloud to children. A children's book author spoke to the group and stressed how important it was for parents to be reading role models for children. At the closing of the second workshop parents selected a book for each child as a gift for participating in the workshop.

The results of the pilot program were very promising. Participants wanted to know when the next workshop would be held. Most of the participants asked if they could continue to borrow books from the workshop library. The students were given a post-session evaluation on the workshops. The majority of the participants wrote about experiences they had because of involvement in the program. The evaluations stated over and over again that the participants wanted more training opportunities.

Due to the overwhelming positive response to the pilot program, the number of participants and time frames were enlarged. The workshop sessions were organized around specific genres of children's literature and the reading strategies were taught through this mode. In addition to the pilot program, adult literature was also introduced in correlation to the children's literature. The reading growth of both parent and child were monitored. The results of the growth were not reported in this article. The authors noted that the program fostered a love of reading and increased positive parent-child relations.

The Early Childhood Department of Arizona State University wrote an article on promoting parental support for emergent literacy programs at an elementary level. The article stressed that communication is the key to a successful reading program at any elementary school. A major undertaking for a school's faculty should be helping parents and guardians understand how children become readers and writers.

The school should provide parents with the necessary information to support and promote literacy in the home.

One way the article suggested enhancing communication is through a weekly newsletter for each classroom. The newsletter should review the previous weeks lessons, describe the upcoming weeks lessons and provide a question-answer section on emergent literacy concerns. The Early Childhood Deportment encouraged that the newsletters be written on the level of the target audience. The letters should be friendly and avoid wordiness. It is suggested to use a "Dear Abby" approach.

The article encouraged schools to provide workshops to get parents directly involved in emergent literacy activities. The purpose of the workshops should be to strength the relationship between school and home. The workshops should provide participants with hands-on experiences and practical suggestions that parents can use with children. An important aspect of the workshops should be a opportunity for parents to ask questions of the presenters. An elementary school that provides classroom newsletters and parent workshops shows a proactive attitude towards emergent literacy understanding. Open lines of communication from school to home is a practice that all will benefit from.

Hourcade and Richardson (1987) implemented a home reading project with learning disabled students. Twelve students participated in the project. The project aimed to increase vocabulary development. The twelve students were given a list of 15 vocabulary words every two

weeks. The students practiced the words in class by using flash cards and filling in the blank worksheets. The teachers of the twelve students made board games out of manila folders for the students to take home. The parents and students played the games each night. The subjects were not given a predetermined amount of time needed on playing the game.

The results of the project showed that the average student learned three more words than those students without home intervention. It was also noted that the average number of minutes spent on the game had an effect on the students average gain of new words. Overall, the project was viewed as a successful way in increase communication between home and school. The game approach used in the home proved to be a beneficial method of increasing the vocabulary of a learning disabled student.

Wendelin and Danielson (1988) felt that it is very important to involve parents in the process of teaching children how to read. The authors felt that before they could provide a beneficial program for students and parents, they needed to find out the parent's beliefs and knowledge of reading. The article was an explanation of the survey they developed and how they interpreted it. The subjects of the survey were second and fifth grade students enrolled in five different schools. The schools were a mixture of small urban schools and rural schools where socioeconomic levels varied. The survey had a student return rate of 40%.

The authors took the 215 surveys and interpreted the responses. The survey had 6 questions in which the parent responded to questions about how often they read to children and how they feel about reading. From the results of the survey the authors noted that parents need to be better informed by teachers on additional strategies for helping children figure out problem words. The main findings were that educators needed to provide parents with information that reading is supposed to be enjoyable and how to carry out reading sessions with children. The authors felt that as educators it is important to convey to parents the importance of modeling reading in the home. In conclusion, the article stressed the necessity of the partnership between parents and teachers for reading instruction. Schools have a responsibility to inform parents of the role they need to take to enhance reading success for children. If teachers want parents to help in the home they must be shown what is expected of them. Learning how to read effects children in both school and home.

Solution Strategy

This writer learned from the articles researched that parent involvement is a major component for improving the reading skills of children. This writer used strategies employed by Handel (1992), Handel and Goldsmith (1988), and Wendelin and Danielson (1988) to design and implement three parent trainings on helping parents help children become better readers.

A parent training on helping children learn to read was conducted. Guidelines given by Strickland (1990) were used. This writer used strategies developed by Shuttleworth (1986), and Hannon and Jackson (1987) to provide home visits by school personnel. The home visits allowed parents, who may have been reluctant to come to the school, an opportunity to have a positive impact on their child's reading development.

This writer felt very strongly about the use of literature in the classroom. She promoted the use of read-aloud strategies suggested by Heald-Taylor (1987) to encourage teachers on the continuous progress (CP) team to use when planning reading instruction. Teachers were encouraged to show parents how to use these strategies. The use of "real" books was used by this writer to improve reading skills as suggested by Tunnell and Jocabs (1989). Some of the books used in the classroom activities and parent trainings were suggestions given by Trelease (1989).

This writer designed a program that consisted of four parent trainings on improving the reading skills of their child, home visits with one-on-one consultation on improving reading skills, providing families with the necessary materials to assist in the reading development of their children and classroom activities that reinforced what research had shown to be effective ways to improve reading skills.

CHAPTER III

Method

This practicum proposed the development of a Family Discovery Backpack Program. The project was designed to increase parent involvement by incorporating a component using language art inservices and activities with materials provided to be taken home. The materials were provided by the school. The activities and materials reinforced language art skills taught in school. This positive, inclusive approach helped parents become more effective in the educational lives of children, as the techniques were used to help children become more successful in school. Schools can not meet the needs of children unless they incorporate the parents and plan ways to work with the child and the parents. The presumption must be that the parents are the principal influence in the lives of their children.

Strategies

The selected strategies were designed to improve parent participation in languages arts educational activities in the home, develop relevant educational activities to reinforce skills taught in school, and provide educational materials to parents to support the school's CIP Plan.

The selected strategies the Continuous Progress (CP) team implemented were: (a) an implementation of four parent inservices on using materials

found in the backpacks and demonstrated ways of practicing language art skills, (b) developed lessons for parents to use materials found in backpacks at home, (c) provided home support to the parents through visitations conducted by the CP teachers, parent involvement educator, and migrant para-home school educators.

Prior To Implementation

The CP met and decided on the type of materials needed, based on students' educational needs. A list of materials was complied and ordered through grant funding. The writer wrote the grant application to provide the necessary funding for the implementation of this practicum. The writer was awarded $5,000.00 to buy the necessary materials for the practicum. Lessons for the materials ordered were developed. Backpacks were assembled by the CP team. All materials needed to complete the activities were included in the backpacks with parent directions. A listing of all the backpacks was complied. This listing included backpack number, materials enclosed, and skills that were developed through the use of the backpack.

A backpack evaluation (Appendix A, p.59-60) of the backpack was designed by the writer and approved by CP team. It provided parents with an area to list any concerns or problems they had using the backpack. It was returned to the classroom teacher on an as needed basis.

Week One

Teacher workshops / organizational meetings were conducted each Tuesday during the implementation of the practicum. The meetings were held in the writer's classroom from 8:00-9:00. The team reviewed the purpose of the Family Discovery Backpack Program, discussed implementation time line, assigned roles and responsibilities during implementation and discussed any other issues that were brought up. At the first meeting the team was given a Family Discovery Backpack Program Teacher's Manual (Appendix B, p. 61-83). A total of twelve one-hour workshops were conducted.

Week Two

During week two, the CP team celebrated reading. Each teacher planned a five-day literature block for a minimum of 15 minutes daily. During week two the teacher read a selected story to the students and provided extension activities that included some of the following components: art projects, knowledge activities, comprehension activities, application activities, analysis activities, and synthesis activities. The tone of the extension activities were fun and enjoyable. The purpose of week two was to celebrate reading and the pleasure reading can offer. The literature block was implemented the week of February 10, 1997. The completion of this literature block was documented through weekly lesson plans written by each teacher.

Week Three

During the third week of the practicum each teacher on the CP team scheduled a walking filed trip to the local library. Each student on the CP team registered to receive a library card. Students were given an orientation on how to use the library. Students chose two books to take home. When the student finished the books selected, the books were returned to the school. The CP teachers made sure that the books were returned to the local library. Library field trips were taken during the week of February 17, 1997.

Week Four

A student orientation of how to use the backpacks was given to all the classes on the CP team. Teachers discussed how to care for the materials enclosed. Students were shown how to use the backpack evaluation form. The importance of returning the backpack as soon as finished was discussed. The purpose of the orientation was to excite the children about the backpacks and encourage parents to attend the trainings. Each student on the CP team designed two bookmarks that were given to the parents who attended the first inservice training. Student orientation was conducted the week of February 24, 1997.

Week Five

One week prior to the first inservice training two informational fliers were sent home with the students. Fliers included date, time, place and purpose for the inservice.

Inservice training one was conducted in the school media center. As parents entered the media center they were greeted by one of the CP teachers and signed the Family Discovery Backpack Inservice training log (Appendix C, p.84-85). Parents were encouraged to look at the backpacks and materials displayed throughout the media center. Refreshments were served to the families. The children who came to the training were sent to a classroom where one of the CP teachers read stories to them.

The writer introduced herself and the CP members present. The writer thanked the parents for attending the training. Parents were given a hand-out entitled "Family Discovery Back Pack Program" (Appendix D, p.86-87). This page had the name of the program on it , the purpose for the program, and highlights from the training.

The writer introduced Ms. Sheriff, a representative from the local library. She presented information to the parents of the services available through the local library. Parents were given opportunities to ask questions about operating hours and number of books that were allowed to be checked out. The parents were shown the library form that was to be completed in order to check out books. Parents were reminded that a library card was free and the use of library materials was also no cost.

The writer read a portion of the book *Ira Sleeps Over* (Bernard Waber, 1975) to the participants and modeled labeling strategies. The

labeling strategies presented included pointing out the title, author, and illustrator. While reading, the writer used vocabulary such as "pages", "pictures", "cover"," front", and "back of the book". The writer modeled finger-pointing and predicting. Modeling created a sense of enjoyment and excitement. Participants were given the opportunity to ask any questions pertaining to the strategies modeled.

The writer showed one of the Family Discovery Backpacks. The materials and directions entitled Story Book Reading (Appendix E, p.88-91). Participants were shown how to fill out the backpack evaluation. Participants were told that they could borrow a backpack filled with literature to read to the child. It was explained that the backpacks should be returned as soon as the family was finished , but no longer than three days and should be returned by the child to the classroom teacher.

The training closed with a review of the labeling strategies presented. Parents were asked to choose a backpack they would like to take home and signed it out has they left. As parents made final selections, they were given two bookmarks designed and signed by their child. There were 16 families at the training. This inservice was conducted on March 5, 1997.

Week Six

During week six each CP teacher read two stories to students. A story summary was completed for each of the stories by the students. The summaries were done as a whole class activity. The class story

summaries provided background information for the students on the training parents received the following week. One of the summaries was displayed by the classroom teacher. The other summary was stapled to a flier that informed the parents of the next inservice training. This was completed the week of March 10, 1997.

Week Seven

One week prior to the second inservice training two informational fliers were sent home with all the students on the CP team. Fliers included date, time, place and purpose for the inservice. Inservice training two was conducted in the school media center and the art room. Spanish speaking parents went to the art room where two members of the CP team presented the training in Spanish. As parents entered the media center, they were greeted by one of the CP teachers and asked to sign the attendance log. Parents were encouraged to look at the backpacks and materials that were displayed throughout the media center. It was announced that if the parent wanted to have the training explained in Spanish they were to follow one of the CP teachers to the art room. Parents had ample time to browse through the materials displayed. The writer introduced herself and the CP members present. The writer thanked the parents for attending the training. Parents were given a hand-out titled "Family Discovery Back Pack Program II" (Appendix F, p.92-93). This page had the name of the program on it , the purpose for the program, and highlights from the training.

The writer read the story *The Day Jimmy's Boa Ate The Wash* (Trinka Hakes Noble, 1980) to the participants. Following the reading of the story, the participants were given a story summary sheet. Parents filled out a story summary. Parents were reminded that story summaries can be done with a read-aloud book or a book read by the child. The purpose for a story summary was to help the child build comprehension skills. The story summary allowed the parent and child a chance to revisit the literature selection. Students returned completed story summaries to teachers and they were displayed on classroom bulletin boards. The purpose of the classroom bulletin board was to get the children talking about the books they had read.

The training closed with a review of story summaries. The materials and directions enclosed in the backpack were explained (Appendix G, p. 94-95). Participants were shown how to fill out the backpack evaluation. Participants were told that they may borrow a backpack filled with literature that the child may read to them or that they may read to the child. Parents were asked to choose a backpack to take home and signed it out as they left. There were 15 families at the training. The training was conducted on March 19, 1997.

Week Eight

During week seven the CP teachers chose two hands-on reading activities to be completed with the class. The hands-on reading activities provided background information for the students on the training parents

received the following week. The completion of the hands-on activities was documented by weekly lesson plans written by each teacher. Activities were conducted the week of March 24, 1997.

Week Nine

One week prior to the third inservice training two informational fliers were sent home with the students. Fliers included date, time, place and purpose for the inservice. Inservice training three was conducted in the school media center. As parents entered the media center, they were greeted by one of the CP teachers and signed the attendance log.

The writer will asked the participants to look at the activities displayed throughout the media center. The participants were encouraged to find an activity that appealed to them and use the materials that were displayed. The CP teachers circulated and offered assistance at the different stations where the families were engaged in hands-on activities. Parents went to several different stations and used the displayed materials. Children and parents choose an activity the wanted to take home.

The training closed with participants having the opportunity to ask any questions about the program. The families signed out the backpack as they left. There were 13 families at the training. This inservice was conducted on April 11, 1997.

Week Ten

During week ten each CP teacher chose a poem to share with the

class. A copy of the poem and an illustration created by the student was sent home attached to the flier informing the parents of the inservice the following week. Each teacher planed a five day poetry block for a minimum of 15 minutes daily. Within the week, the teacher read poems to the students and provided extension activities. Lesson plans written weekly documented the completion of this activity. Poetry week was implemented during the week of April 14, 1997.

Week Eleven

One week prior to the final inservice training two informational fliers were sent home with all the students on the CP team. Fliers included date, time, place and purpose for the inservice. Inservice training four was conducted in the school media center. As parents entered the media center, they were greeted by one of the CP teachers and signed the attendance log.

Parent and child were directed to an area of the media center where one of the CP teachers modeled a one-on-one reading lesson with the child for the parent. The CP teacher modeled, reading the title and author of the book to the child. This was followed by a "picture walk" through the book. During the "picture walk" the CP teacher and child discussed the pictures and some of the events that were in the story. The CP teacher discussed any vocabulary they thought the child may have difficulty with when reading the book. After the "picture walk" the child was given the book and asked to read the book to the CP teacher and parent. While

the child read, the CP teacher modeled strategies such as using pictures, does that sound right, or chunking- the-word. When the child had finished reading the book the CP teacher assigned the student two books to take home and read with the parent. The books that were assigned were on the student's instructional reading level.

The individual reading lessons continued in this format until all participating parents viewed an individual reading lesson conducted with the child. There were 15 parents who attended the training. The training was conducted on April 23, 1997.

Week Twelve

A parent luncheon was planned by the CP team. One week prior to the luncheon invitations were sent home informing the parents. Parents who attended at least one of the evening trainings were invited. The luncheon was held in the Life Skills Building. The parent and child enjoyed a lunch provided by the school. While the participants ate lunches the writer thanked the parent for participation in the program and explained how important it was for schools and families to work together for the benefit of the children.

Parents who attended one or more trainings received a certificate of participation. Students received three books, a certificate of participation, two pencils, two book markers, and several little trinkets. Both school administrators attended the luncheon. There were 27 families present at the luncheon. Parent Luncheon was held on April 30, 1997.

CHAPTER IV

Results

The final results of the Family Discovery Backpack program were very good. All three objectives were easily met.

After 12 weeks of participating in the Discovery Backpack program, 91% of the first and second grade students in the target group increased their instructional reading levels by 3 levels or read on grade level, as measured by Running Records.

After 12 weeks of participating in the Discovery Backpack program, 78% of the first and second grade students in the target group scored at least 70% on the comprehension questions for a story on instructional level , as measured by the comprehension check on the Running records.

After 12 weeks of participating in the Discovery Backpack program, 92% of the families in the target group participated in at least 3 backpack activities, as measured by a student backpack log.

The program objectives were:

After 12 weeks of participating in the Discovery Backpack program, 30% of the first and second grade students in the target group will increase instructional reading levels by 3 levels or read on grade level,

as measured by Running Records.

After 12 weeks of participating in the Discovery Backpack program, 30% of the first and second grade students in the target group will score a 70% on the comprehension questions for a story on instructional level, as measured by the comprehension check on the Running records.

Running records are leveled reading passages developed by this writer's county. These assessments are administered three times each school year. The passages are leveled from emergent level one through nine, beginning level 10 through 19, first grade, second grade, third grade, fourth grade, and fifth grade. For each running record administered, the student is given a leveled passage to practice reading. After the student has practiced reading the passage independently he or she reads the passage to the teacher orally. The teacher lists all mistakes made by the student. The teacher then figures the student's percentage on the passage. This is done by dividing the number of words read correctly by the total number of words in the passage. Students must score a 91% or higher to be considered proficient on that reading level. If a student scores lower than 91%,he or she is dropped down a reading level.

Following the oral reading of the passage, students are asked to tell the teacher about the story read. Students must be able to recall the setting, characters, problem in the story, two events in the story, and how the story ended. The retelling score is based on ten points being a

perfect score. Students must score seven out of ten points to be considered proficient on that level. If students score lower than seven points the reading level is lowered by one level.

This writer used the first set of running records given in September of 1996 as a base line score for the students. The third set of running records was given in May 1997. The writer used the May running records as the final evaluation for the practicum project.

Objective One

In September of 1996, the Continuous Progress (CP) team had 46 first and second grade students reading below grade level. Twenty-eight first and second grade students were reading on grade level. Fourteen students were reading above grade level.

After the 12 week implementation of the backpack program, 50 of the students were reading below grade level. Of the 50 students, 12 were found eligible for exceptional student education services. Nineteen of the 50 students were on a waiting list for testing into exceptional student education programs. Forty-two of the 50 students reading below grade level raised their reading level a minimum of three reading levels. A total of eight students did not raise their instructional reading 3 or more levels. The CP team had 13 students reading on grade level and 23 students reading above grade level.

A total of 78 first and second grade students made gains of at least three reading levels or are reading at least on grade level. Two students

withdrew before a running record could be administered. The CP team had 91% of the first and second grade students reading on grade level or increasing their instructional reading levels by 3 levels, after a 12 week implementation of the Family Discovery Backpack program. Objective one was met with an increased percentage of 61%.

Objective Two

The second area that was documented was reading comprehension. Students were to score a 70% or higher on comprehension questions on a story on the student's instructional reading level, as measured by running records. Sixty-seven of the first and second grade students scored a 70% or higher on instructional reading level comprehension questions. The CP team had 78% first and second grade students that scored a 70% or better on instructional reading level comprehension questions, as measured by the comprehension check on the running records. Objective two was met with an increased percentage of 48%.

Objective Three

After 12 weeks of participating in the Discovery Backpack program, 50% of the families in the target group will participate in at least 3 backpack activities, as measured by a student backpack log. The writer designed a student backpack log. The student backpack log was contained in the Teacher Manual. This writer used student logs to measure how many times each student participated in a backpack activity.

The CP team had 104 kindergarten, first and second grade students enrolled in May. Of the 104 students, 31 of the parents attended a parent training, nine parents received information through a classroom visit and five received the information through a home visit . A total of 45 families received backpack information through a personal contact. The other 59 students were allowed to borrow books from the backpacks without their parents attending the training or receiving a home visit. Ninety-six of the students on the CP team took home or used a backpack activity three or more times. Eight students on the CP team did not participate in three or more backpack activities. The CP team had a 92% of the students involved in the backpack program. Objective three was met with an increased percentage of 42%.

CHAPTER V

Recommendations

This writer recommends the continuation of this program with the teachers on the CP team. This writer trained the curriculum specialist at the school site on implementing the program for the 1997-1998 school year. The team leader of the CP team for the 1997-1998 school year was also trained. This writer designed a facilitator's manual to be used for the following school year. All the information, for the program was organized in a binder and stored on a computer disk. The curriculum specialist and the team leader were both given binders and disks for the program. The training of the two new facilitators was necessary because this writer will no longer be at the school, due to relocation.

The Family Discovery Backpack Program will begin implementation in September of 1997. Six classrooms will be involved in the initial implementation of the program. The program has been divided into four sections. The first section is called "Games and Manipulatives". This section of the program will invite parents into the classroom a minimum of eight times throughout the school year. Centers will be set up around each classroom using backpack materials. Parents will be invited to spend between 30 and 45 minutes using the materials provided. The second section of the program is call "Family Literature". This section will

included four parent evening trainings and home visits. Families will be given the opportunity to borrow backpacks filled with three different literature selections. A total of 57 different "Family Literature" backpacks were created. The third section is called "Individual Reading Lessons" (IRL). This section was designed to provide students with literature on the students instructional reading level. Teachers will conduct a five to 15 minute reading lesson with the student on two books on the student's instructional reading level. Following the IRL the student will be assigned the books to take home and share. When the student has finished reading the books at home, the student returns the books to school and the teacher chooses one of the books for the student to read orally. This procedure is continued with the student. Teachers will conduct and orientation to the IRL lessons at registration, open house or their first parent contact. It is the goal of the teachers to have every parent in their classroom familiar with the IRL procedures. This writer feels that this is the most important part of the backpack program. The six teachers involved in the backpack program for the 1997-1998 school year have committed to providing a minimum of two parent evening trainings on this section of the program. The trainings will consist of the teacher modeling a one-on-one reading lesson with the student while the parent observes. Following the lessons the parent is given the opportunity to ask questions on what was modeled. This writer purchased $2,500.00 worth of books through grant funding for this

section of the program. The final section of the program is a "Classroom Resource Library". The resource library consists of materials that can be used in the classroom to introduce a concepts and consumable materials that can be sent home following the classroom lesson. The materials that are sent home may be kept at home by the student.

The school's administration was very impressed with the outcomes of the Family Discovery Backpack program. Additional money has been allocated to provide more parent trainings at a school-wide level. The curriculum specialist is using the information in this writer's practicum program to write more grants to assist in the funding of this program on a larger scale. At the minimum, the school in this practicum will have six teachers implementing the program and school-wide parent trainings. One of the school's administrators, will be implementing a math component of the Family Discovery Backpack program with the entire primary portion of the school for the 1997-1998 school year.

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Appendixes

Appendix A
Backpack Evaluation

Backpack Evaluation

Student Name_____ Date_____

Parents, please answer each question by circling yes or no.

1. Did you enjoy using the backpack? **YES** **NO**

2. Were you able to understand the directions? **YES** **NO**

3. Were the materials helpful? **YES** **NO**

Your answers to these questions will help us improve the backpack activities.

1. What did you like best about the backpack?_____

_____

2. What would you change about the backpack?_____

_____

3. Did you have any problems using the backpack? If Yes, please describe._____

_____

Parent Signature:_____

Would you like a home visit? YES NO

STUDENT RATING: Circle your choice on how you felt about the backpack.

1. IT WAS GREAT

2. IT WAS PRETTY GOOD

3. **O.K.** IT WAS O.K.

4. I DIDN'T LIKE IT

Backpack Number:

Appendix B
Family Discovery Backpack Program Teacher's Manual

Appendix B

Family Discovery Backpack Program Teacher's Manual
1996-1997

Time line

1. Place order for educational materials	Throughout Project
2. Devise check out system	Completed
3. Teacher Workshop	February 3, 1997
4. Reading Celebration	February 10, 1997
5. Library Field Trip	February 17, 1997
6. Design activities	Throughout Project
7. Assemble backpacks	Throughout Project
8. Compile listing of backpacks	Throughout Project
9. Conduct student orientation	February 24, 1997
10. Read Aloud Training	March 5, 1997
11. Class Story Summaries	March 10, 1997
12. Story Summary Training	March 19, 1997
13. Class Hands-on Activities	March 24, 1997
14. Hands-on Training	April 11, 1997
15. Class Poetry	April 14, 1997
16. Independent Reading Training	April 23, 1997
17. Appreciation Luncheon	April 30, 1997
18. Home visitations	Throughout Project
19. CP team revision meetings	Throughout Project
20. Evaluation of project	May 1997

Week One: Celebrate Reading

The purpose of week one is to celebrate reading and the pleasure reading can offer. The activities should create a sense of enjoyment and excitement.

1. Each teacher will plan a read-aloud story block for at least 15 minutes for 5 days.

2. Teacher will select a book that is appropriate for the children in their language arts CP group.

3. Read and discuss the story with the students.

4. Following the reading of the story a planned extension activity should be conducted with the students.

5. The tone for the extension activities should be fun and enjoyable.

6. If you are having difficulty coming up with stories and activities see me for resources.
   - *Read It Again* by Jo Ellen Moore and Joy Evans
   - *Integrating Science and Literature* by Incentive Publications
   - *Literature And Critical Thinking Book 2* By John and Patty Carratello
   - *Literature And Critical Thinking Book 16* By John And Patty Carratello
7. Lessons should be included in weekly lesson plans.

Week Two: Library Field Trip

Each member of the CP team will schedule a walking field trip to the public library. The purpose of this trip is to familiarize the children with the services offered at the library.

1. One week prior to the second week each teacher will send home a letter informing the parents of the field trip and its purpose. Along with the letter a field trip permission slip will be sent home.

2. Teachers will fill out the applications and collect returned permission slips.

3. Students that already have library cards will be asked to bring them to school.

4. Completed applications should be given to the writer of this project on or before February 13, 1997. The applications will be returned to the library for processing. Permission slips should be kept by the home-room teacher.

5. When the applications have been processed the library cards will be picked up prior to the field trip and distributed to the homeroom teacher.

6. Students will walk to the library on their scheduled day.

7. Students will be given an orientation by the librarian.

8. Students will be given the opportunity to check out books.

9. When students have finished with the books they will be instructed to return the books to their homeroom teacher.

10. Books will be returned to the library by the teachers on the CP team.

Week Three: Student Orientation

The purpose for the student orientation is to get the children excited about the use of the backpacks. The more excited the students are about the backpacks the larger the turn out will be for the first training. This orientation is very important to the success of the program. This is a time for you to sell the program to the students and in turn they will sell the program to their parents!

1. Show the students one of the backpacks.

2. Discuss how to care for the books enclosed in the backpacks.

3. Inform the students that their parents will be invited to attend a training on how to use the backpack. At this training parents may select a backpack to borrow.

4. Have the students select one of the books in the backpack for you to read to them.

5. Read the book to the students.

6. While you are reading point out the title, author, and illustrator. Have students look at the cover of the book and make predictions as to what they think the story will be about. While reading, use vocabulary such as "pages", "pictures" (illustrations), "cover", "front" and "back" of the book.

7. After you have read the story discuss the setting, characters, problem and events in the story.

8. Tell the children they will be allowed to borrow the backpack for three days.
   - Explain to the children that it is important to return the backpack as soon as they are finished so other children may check them out!

9. Have children make two book markers each.
   - Have children put their names on the back of the book markers.
   - Provide each student with an envelop and have them write their first and last name on it. Students are to put their completed book markers in the envelop.

10. Backpack Check Out
    - Each backpack will have a library circulation card in it. The library circulation card will have the backpack number and the name of the activity on it.
    - Pull the card out of the back pack and write the students name on it.
    - Store library circulation card in an index file box.
    - When student returns the backpack, cross out the student's name and return the library circulation card to the backpack.
    - Backpack is ready for another student to check out.

11. Student Backpack Log
    - List all students that are participating in the backpack program on the spread sheet that follows this page.
    - As students return the back pack write the number of the backpack they returned next to their name.

Student Backpack Log

Student Names Backpack Numbers That Were Checked Out

Individual Books That Were Checked Out = IB

Week Four: Parent Training #1

The purpose for the first parent training is to model correct read aloud procedure. The training will also provide parents with literature that they may borrow for three day periods. A representative from the local library will also provide the parents with information on how to utilize the public library.

1. One week prior to the first inservice training two informational fliers will be sent home with the students.

2. The week of the first inservice training a minimum of two informational fliers will be sent home with all the students on the CP team.

3. Inservice training one will be conducted in the school media center.
   - Greet parents as they enter the Media Center and have them sign attendance log.
   - Encourage them to look at the backpacks and materials that are displayed throughout the media center.

4. Parents will be asked to take their seats.

5. Inservice facilitator will introduce herself and the CP members present.

6. Parents will be given an informational hand-out and it will be discussed.

7. The representative from the local library will be introduced. They will discuss the services available at the public library.

8. Read a portion of the book *Ira Sleeps Over* to the participants.
   - Model labeling strategies (pointing out the title, author, and illustrator).
   - Use vocabulary such as "pages", "pictures", "cover", "front", and "back of the book."
   - Model finger pointing and predicting.

9. Discuss tips for reading aloud on hand-out.

10. Show one of the Family Discovery Backpacks.
    - Explain how to use the materials enclosed ion the backpack.
    - Demonstrate how to fill out the backpack evaluation.

11. Explain to the participants that they may borrow a backpack filled with literature, that they can read with their child.
    - As soon as they have finished using the backpack they should return the backpack to school.
    - The backpack may be borrowed for up to three days.
    - When backpack is returned the student may borrow another back pack as soon as one becomes available.
12. Check out backpacks and give out book markers.

Week Five: Class Story Summaries

The purpose of teaching students how to complete story summaries is to provide them with a strategy to increase reading comprehension. They will also be used to advertise the third inservice training for parents.

1. Choose a story that is developmentally appropriate for the students in your class. This story should also be easy enough to provided success to the students when writing a story summary.

2. Read the story to the students.

3. As a class complete a story summary sheet.
   - You may choose to use one of the story summaries provided on the following pages or develop our own to best fit the needs of your students.

4. When the first story summary is completed collect them and display them on a bulletin board in the classroom to advertise the success of the students.

5. Choose a second story to complete a story summary on.

6. This second story summary should be collected and saved.
   - It will be sent home with an informational flier informing parents of the second inservice training.

Name_____ Date_____

Title:_____

Author:_____

Illustrator:_____

Characters:_____

Setting:_____

Problem:_____

Events (Give 2 Sentences):_____

Ending:_____

Illustration

My name is_____.

The title of the book is_____

_____.

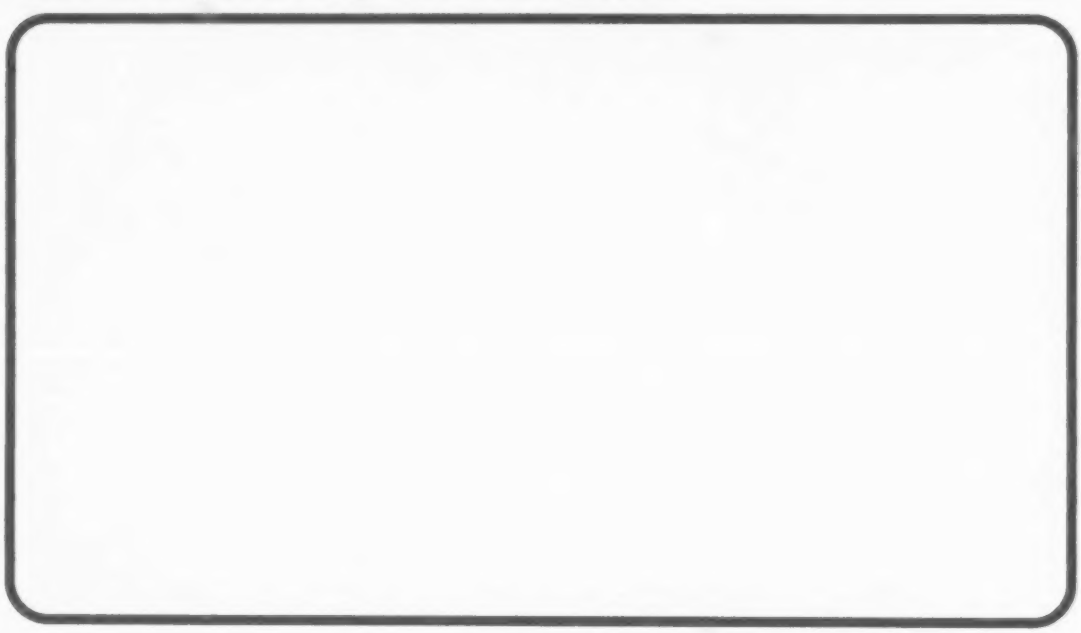
The author of the book is_____

_____.

I liked it because_____

_____.

Here is a picture about the book.



Week Six: Parent Training #2

The purpose for the second parent training is to model how to assist a child in writing a story summary on a book that has been read aloud to them or read independently. The training will also provide parents with literature that they may borrow for a period of three days. Backpacks will also include pencils and crayons.

1. One week prior to the second inservice training two informational fliers will be sent home with the students.

2. The week of the second inservice training a minimum of two informational fliers will be sent home, with an attached story summary.

3. Inservice training one will be conducted in the school media center and art room.
   - Greet parents as they enter the Media Center.
   - Have them sign the attendance log.
   - Encourage them to look at the backpacks and materials that are displayed throughout the media center.

4. Have the parents who would like to have the presentation given in Spanish to follow one of the CP teachers to the art room.

5. Parents will be asked to take their seats.

6. Inservice facilitator will introduce herself and the CP members present.

7. Parents will be given an informational hand-out.

8. Present the book *The Day Jimmy's Boa Ate The Wash* to the participants.

9. Following the reading of *The Day Jimmy's Boa Ate The Wash* participants will be given a story summary to complete.

10. Show one of the Family Discovery Backpacks.
    - Explain how to use the materials enclosed ion the backpack.
    - Demonstrate how to fill out the backpack evaluation.

11. Explain to the participants that they may borrow a backpack filled with literature, that they can read with their child.
    - As soon as they have finished using the backpack they should return it to school.
    - The backpack may be borrowed for up to three days.
    - When backpack is returned the student may borrow another backpack as soon as one becomes available.
    - Completed story summaries should be returned with the backpacks, so that they may be displayed on a cafeteria bulletin board.

12. Parents will be asked to choose a backpack they would like to take home.
    - Check out backpacks.

Week Seven: Hands-On Reading Activities

1. Choose two hands on reading activities to complete with your class.

2. The activities should be presented in a game like manner.

3. They should be developmentally appropriate for the students in you class.

4. If you need assistance in coming up with these activities please see me and I will be able to provided you with several resources.
   - *Phonics They Use Words For Reading And Writing* by Patricia M. Cunningham
   - *Big Book Of Everything Second Grade* By Instructional Fair, Inc.
   - *Classroom Kickoff* by Edupress
   - *Teaching Basic Skills through Literature* by Marlene Beierle and Teri Lynes
   - *350 Comprehension Boosters* By Carson-Dellosa
   - *Book -A-Tivities* by Jan Grubb Philpot

5. Please include activities in your weekly lesson plans.

6. Please see the following page for activities that will be available during the training.

Hands-On Activies Resource List

1. Great Start Discovery Kit -Tell a Story (Trend Enterprises Inc.)

2. Great Start Discovery Kit -Alphabet (Trend Enterprises Inc.)

3. Great Start Discovery Kit -Rhyming (Trend Enterprises Inc.)

4. Perkins, P. (1995). Professional's Guide Family Literacy: Parents as Partners. Westminster, Teacher Created Materials, Inc.

5. Pictures That Rhyme (Media Materials)

6. Opposites (Media Materials)

7. Finch, K. (1990). File Folder Games Reading and Math Grade1. Greensboro: Carson-Dellosa Publishing Company.

8. Finch, K. (1990). File Folder Games Reading and Math Kindergarten Book1. Greensboro: Carson-Dellosa Publishing Company.

9. Finch, K. (1990). File Folder Games Reading and Math Grade2. Greensboro: Carson-Dellosa Publishing Company.

10. Match the Letters (Trend Enterprises Inc.)

11. Stoodt, B. D. and Adkins, T. (1992). Exploring Cultures Through Literature African Americans. Greensboro: Carson-Dellosa Publishing Company.

12. Learning Step Games Initial Consonants (A Frank Schaffer Publication)

13. Learning Step Games Consonant Blends & Digraphs (A Frank Schaffer Publication)

14. Learning Step Games Short & Long Vowls (A Frank Schaffer Publication)

15. Word Arcade (Educational Insights)

16. Word Acarde Level 1 Books (Educational Insights)

17. Easy Sight words Sets 1-3 (Frank Schaffer Publications)

Week Eight: Parent Training #3

1. One week prior to the third inservice training two informational fliers will be sent home.

2. The week of the third inservice training a minimum of two informational fliers will be sent home with an attached hands-on activity.

3. Inservice training one will be conducted in the school media center.
   - Greet parents as they enter the Media Center.
   - Have them sign the attendance log.

4. Parents will be asked to look at the games and activities displayed in work stations around the media center.

5. Inservice facilitator will introduce herself and the CP members present.

6. CP members will circulate through the work stations and offer assistance to parents with are working on activities.

7. Explain to the participants that they may borrow a backpack filled with hands-on reading activities, that they can complete with their child .
   - As soon as they have finished using the backpack they should return the backpack to school.
   - The backpack may be borrowed for up to three days.
   - When backpack is returned the student may borrow another backpack as soon as one becomes available.

8. Parents will be asked to choose a backpack they would like to take home.
   - Check out backpacks.

Week Nine: Poetry Reading Block

1. Each teacher will plan a read-aloud poetry block for at least 15 minutes for 5 days.

2. Teacher will select a poem or poems that are appropriate for the children in their language arts CP group.

3. Read and discuss the poetry with the students.

4. Following the reading of the poetry planned extension activities should be conducted with the students.

5. The tone for the extension activities should be fun and enjoyable.

6. If you are having difficulty coming up with poetry and activities see me for resources.

   - *The Random House Book of Poetry for Children* Selected by Jack Prelutsky
   - *Where the Sidewalk Ends* by Shel Silverstein
   - *The New Kid on the Block* By Jack Prelutsky
   - *Something Big Has Been Here* by Jack Prelutsky
   - *Literature And Critical Thinking Book 16* By John and Patty Carratello

7. Poetry lessons should be included in weekly lesson plans.

Week Ten: Parent Training #4

The purpose for the fourth parent training is to model correct procedure for assisting a child to read a book independently. The training will also provide parents with literature that they may borrow for three day periods. A review of the first training will also be provided

1. One week prior to the fourth inservice training two informational fliers will be sent home with all the students on the CP team.

2. The week of the fourth inservice training a minimum of two informational fliers will be sent home with all the students on the CP team.

3. Inservice training one will be conducted in the school media center.
   - Greet parents as they enter the Media Center.
   - Have them sign the attendance log.

4. Parents will be directed to a reading center in the media.

5. There will be one CP member present at each reading center.

6. The CP teacher will conduct a one-on one reading lesson with the student and discuss strategies with the parent.
   - Reading difficult words will be discussed with the parent and the directions for the individual reading books will also be explained. (See attached pages)

7. Parents will be given to books to be taken home and used with their child.
   - Check out books by writing the students name on a library circulation card with the titles of the two book they are checking out.

8. Please see following page for books that will be used for the training.

Parent Tips!
Reading Difficult Words!

1. Questions you can ask the child:
   - Does it sound right?
   - Does it look right?
   - What could you try?
   - Does it make sense?

2. Ask child to get their mouth ready.

3. Ask child to try it again.

4. Have child point & read. Ask child, " Did that match?"

5. Tell child to look at the pictures.

6. Give child a word that rhymes with the difficult word.

7. Have child chunk the words.
   example: s - it = sit / play - ing = playing

8. Have child skip difficult word and read to the end of the sentence. Then they should go back and see what would make sense.

9. Have child guess.

10. Use only if the above suggestions do not work.
    *Tell the child the word.

Books I Can Read Resource List

Books listed Below are all from The Wright Group.

1. Visions: African-American Experiences.
   - 80 titles
   - Early and Upper Emergent Books

2. The Evangeline Nicholas Collection.
   - 16 titles
   - Sets A and B

3. Foundations Level 1: Emergent.
   - 44 titles
   - Sets B, F, and I

4. Foundations Level 2: Early Fluency.
   - 16 titles

5. Foundations Level 5: Early Fluency.
   - 19 titles

6. The Book Bank, Collection 1: Emergent.
   - 30 titles

7. The Book Bank, Collection 3: Early Fluency/ Fluency.
   - 30 titles

8. Spanish Sunshine Level 1: Emergent.
   - 16 titles
   - Set B and D

Week Eleven: Parent Luncheon

The purpose of the parent luncheon is to recognize the parents who participated in the Backpack Inservice trainings. It is an opportunity to build the self-esteem of the children and parents on the CP team. This is also a good time to build the much needed rapport between parents and school. The partnership of the two is an integral part in the success of the children on the CP Team.

1. The Life Skills building will be reserved for the luncheon.
2. One week prior to the luncheon an invitation will be sent home to the parents who participated in any of the trainings.
3. Parents and students will receive a free lunch and a certificate of participation.
4. Students will receive three books to keep and book marks.
5. The writer will pass out the certificates and the books while the families are eating their lunches.
6. The writer will thank the parents and students for their participation in the Backpack program.

Appendix C
Family Discovery Backpack Inservice Training Log

Family Discovery Backpack Inservice Training Log

Parent Name Student Name Classroom Teacher

Date: 91

Appendix D
Family Discovery Backpack Program Story Books

Family Discovery Backpack Program
Story Books

The Family Discovery Backpack Program will reinforce reading skills taught in school. It will help parents take an active part in the educational lives of their children. Schools can not meet the needs of children alone. We need to work together to help the children become readers. Parents are the principal influence in the lives of their children.

What should I do when reading a story to my child?

- Talk about the title, author and illustrator of the book.
- Use the words "pages", "pictures", "cover", "front", and "back of the book"
- Use finger pointing and predicting.

What should I do after I have read the story to my child?

- Talk about the characters in the story and where the story happened.
- Talk about what the problem was in the story.
- Talk about the things that happened in the story.
- Talk about how the story ended.

How do I borrow a backpack ?

1. Check one out after the training.
2. You may keep the backpack for 3 days.
3. When finished with the backpack have your child return it to their teacher.

Appendix E
Story Book Read-Aloud Book List And Directions

Story Read-Aloud Book List

Objectives:

1. Enjoy and experience various types of literature
   - read literature together as a family
   - actively listen to stories
2. Use literature to provide models for effective use of language
   - participate in a discussion about a book
3. Construct meaning using background knowledge, learning strategies, the situation and text
   - determine meaning using illustrations and context

Backpack

Number#

1. Cohen, M. (1981). Jim Meets The Thing. New York: Dell Publishing.
   Cox, M & K. (1979). Flowers. Provo: Aro Publishing Co.
2. Edwards, L. S. (1983). The Downtown day. New York: Pantheon Books.
   Ehrlich, F. (1991). Lunch Boxes. New York: Penguin Group.
3. Fitschen, D. (1975). Rotten Snags! Rotten Hair! Chicago: Follett Publishing Company.
   Fox, M. (1989). Shoes From Grandpa. New York: Orchard Books.
4. Friedman, I. R. (1984). How My parents Learned to Eat. Boston: Houghton Mifflin.
   Frost, E. (1986). The Littlest Pig. Mahwah: Troll Associates.
5. Geisel S.G. , & Geisel A.S. (1963). Dr. Seuss's ABC. New York: Beginner Books.
   Keats, E.J. (1975). Louie. New York: Greenwillow Books.
6. Kitamura, S. (1986). When Sheep Cannot Sleep The Counting Book.Singapore: Farrar, Straus and Giroux.
   Krensky, S. (1986). Lionel At Large. New York: Penguin Group.
7. Lester, H. (1992). Me First. New York: Houghton Mifflin Company.
   Lester, H. Lin's Backpack. U.S.A: Good Year Books.
8. Numeroff, L. J. (1980). The Ugliest Sweater. New York: Franklin Watts.
   Robart, R. (1986). The Cake That mack Ate. New York: Little, Brown and Company.
9. Ryan P. M. (1994). One Hundred Is a Family. New York:Hyperion Books for Children.
   Rylant, C. (1989). Mr. Griggs' Work. New York: Orchard Books.

10. Saltzberg, B. (1994). Show-And-Tell. New York: Hyperion Books for Children.
Slepian, J. , & Seidler, A. (1967). The Hungry Thing. New York: Scholastic, Inc.

11. Slobodkina, E. (1940). Caps For Sale. U.S.A: Harper & Row, Publishers.
Smith, R. P. (19650. When I Am Big. U.S.A: Harper & Row, Publishers.

12. Steig, W. (1992), Doctor De Soto Goes To Africa. United States: HarperCollins.
Stevenson, J. (1985). When Grover Moved to Sesame Street. U.S.A. : Western Publishing Company.

13. Tester, S. R. (1939). We Laughed A Lot, My First Day Of School. Chicago: Children's Press.
Thaler, M. (1974). How Far Will A Rubber Band Stretch. New York: Parents' Magazine Press.

14. Thaler, M. (1991). Seven Little Hippos. New York: Aladdin Paperbacks.
Thayer, J. (1972). Gus ANd The Baby Ghost. New York: William Morrow and Company.

15. Thompson, S.L. (1980). One More Thing, Dad. Chicago: Albert Whitman & Company.
Viorst, J. (1978). Alexander, Who Used to Be Rich Last Sunday. New York: Athenum.

16. Waddell, M. (1991). Let's Go Home, Little Bear. Cambridge; Candlewick Press.
Walton, S. (1989). Books Are for eating. New York: E.P. Dutton.

17. Ward, H. P. (1994) I Promise I'll Find You. Buffalo: Firefly Books (U.S) Inc.
Williams, V.B. (1990). More More More Said The Baby. New York: Greenwillow Books.

18. Wolff, A. (1993). Stella & Roy. New york: Dutton Childrem's Books.
Wood, A. (1988). Elbert's Bad Word. New York: Harcourt Brace Jovanovich, Publishers.

Story Book Reading

1. Read the title of the book.
2. Read the author of the book.
3. Look at the cover and make a guess as to what it will be about.
4. Look through the book and talk about the pictures.
5. Read the book.
6. Talk about:
   - Who was in the book?
   - Where did the story happen?
   - What was the problem in the story?
   - How did the story end?
7. Write book on reading log.

Story Book Reading

1. Read the title of the book.
2. Read the author of the book.
3. Look at the cover and make a guess as to what it will be about.
4. Look through the book and talk about the pictures.
5. Read the book.
6. Talk about:
   - Who was in the book?
   - Where did the story happen?
   - What was the problem in the story?
   - How did the story end?
7. Write book on reading log.

Appendix F
Family Discovery Backpack Program II Story Summaries

Family Discovery Backpack Program II
Story Summaries

The Family Discovery Backpack Program will reinforce reading skills taught in school. It will help parents take an active part in the educational lives of their children. Schools can not meet the needs of children alone. We need to work together to help the children become readers. Parents are the principal influence in the lives of their children.

What should I do when reading a story to my child?

- Talk about the title, author and illustrator of the book.
- Use the words "pages", "pictures", "cover", "front", and "back of the book"
- Use finger pointing and predicting.

What should I do after I have read the story to my child?

- Talk about the characters in the story and where the story happened.
- Talk about what the problem was in the story.
- Talk about the things that happened in the story.
- Talk about how the story ended.

How do I borrow a backpack ?

1. Check one out after the training.
2. You may keep the backpack for 3 days.
3. When finished with the backpack have your child return it to their teacher.

Appendix G
Story Book Summaries

Story Book Summaries

1. Read the title of the book.
2. Read the author of the book.
3. Look through the book & talk about the pictures.
4. Read the book.
5. Choose a story summary sheet & fill it out.
6. Write book on reading log.
7. Return story summary to school.

Story Book Summaries

1. Read the title of the book.
2. Read the author of the book.
3. Look through the book & talk about the pictures.
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5. Choose a story summary sheet & fill it out.
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Story Book Summaries

1. Read the title of the book.
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NOVA SOUTHEASTERN UNIVERSITY
GEM PROGRAM
PRINCIPAL COMPETENCY RECORD

NAME Patricia A. Wagner **DATE SUBMITTED** 6-5-97

COMPETENCY: #8 **TITLE** Managing Interaction

Please emphasize your role in each step of the STAR recording system.

State the situation: background/setting

Design and implement a family literature program to be implemented in a Primary Continuous Progress (CP) House.

Tell about the problem: What was happening / Who was affected?

A large percentage of the students on the CP team were reading below grade level. Teachers on the team wanted an intervention to assist all students on the CP team in raising reading levels.

Action taken: Plan and calender/ population/ date accomplished

I began looking for a solution to this problem by reading professional articles on documented successful reading programs that involved home and school collaboration. After reading many articles, I decided to design a reading program that incorporated training parents on helping children improve reading skills at home. I applied for a $5000.00 grant to assist in purchasing the needed materials for the program. I was awarded the grant and purchased the materials. I designed and implemented four parent trainings on effective ways to improve reading skills. The program was implemented in Frebraury 1997 and concluded in June 1997. All students and teachers on the CP team participated in the program in some capacity.

Results: Effectiveness/ Who was affected and to what degree?

The results of the program were favorable. Ninety-one percent of the first and second grade students on the CP team increased their instructional reading level by a minimum of three levels or read at least on grade level. Seventy-eight percent of the students scored at a 70% of higher on a reading comprehension check. Ninety-Two percent of the families participated in at least three of the program's activities.

The program will be implemented during the 1997-1998 school year. It will be implemented for the entire school year. The school is planning on offering more parent trainings school-wide.

☐ **approved** ☐ **rejected**

advisor's signature Dennis S. Mathis **date** 6/5/97

GEM PRACTICUM FORM AND STYLE CHECKLIST

(TO BE COMPLETED BY THE STUDENT)

Place this completed checklist behind the Cover Sheer of each submittal of proposal and report.

NAME Patricia A. Wagner S.S.# 296-82-2468 DATE 6-5-97

____PROPOSAL x REPORT

All items should be consistent with **Form and Style Manual for GEM Programs** guidelines.

General Format:

x Title page, Table of Contents, Chapter Title Pages match samples.

x Margins are: 1 1/2 in. on all sides. Text is double spaced, except for long direct quotes, Arabic-numbered pages are on upper right margin.
(Exception: first page of each chapter at bottom center)

x Tables and figures and their placement are appropriate.

x Report is printed in dark print, other than dot matrix.

General Proofreading:

x Literature review is paraphrased appropriately.

x Names of languages and races are capitalized (French, Oriental, Hispanic, etc.)

x Personal pronouns that may cause readers' bias were avoided: I, we, she, he, etc.

x Text is free of grammatical, spelling, and typographical errors.

Copyright Needs:

x Reference list format is consistent with **Form and Style Manual for GEM Programs**.

x Reference list contains only (and all) authors specifically cited in text.

x Citations of authors are by surname, date, without given names or titles.

x Quotations are cited with page numbers from original sources.

x Written permission and permission footnotes are included for nonoriginal tables, figures, and appendix material.

6/94

NOVA SOUTHEASTERN UNIVERSITY
GEM PRACTICUM INTERNSHIP
Practicum Cover Sheet

NAME OF SITE
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_x_Tampa
___West Palm Beach

TYPE OF DOCUMENT
___Proposal
___Final Report
_x_Revision
___Addendum

DEGREE
_x_ M.S.
___ Ed.S.

DEGREE MAJOR
EDL

Practicum Student Patricia A. Wagner

S.S.# 296-82-2468 Home Phone ( ) 941 549-1908

Home Address 1434 SW 57th St.

Cape Coral, FL 33914

Practicum Facility:

Rodeny B. Cox Elementary Position Teacher

Address 37615 Dr. Martin Luther King Jr. Blvd.

Dade City, FL 33525 Work Phone ( ) 352 524-5100

Name of Mentor Ms. Bermice Mathis

Position at practicum facility Assistant Principal

Home Phone ( ) 352 567-3205

Practicum Title ~~Helping Primary Students Increase Reading~~ Skills Through Parent Literacy Training

TIMING INFORMATION:

June 19, 1996 Date of practicum registration

~~February 3, 1997~~ Practicum implementation start-up date

April 30, 1997 Practicum implementation ending date

PRINT ADVISOR'S NAME _____

ADVISOR'S SIGNATURE _____ date

FOR OFFICE USE

_____

Practicums Office Administrator *date*

6/94

Final Grade: _____

CourseNumber: _____

Authorship Statement

I hereby testify that this paper and the work it reports are entirely my own. When it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other professionals in the field and in the hope that my own work, presented here, will earn similar respect.

Patricia A. Wagner
student's signature

Document Release

Permission is hereby given to Nova Southeastern University to distribute copies of this applied research project on request from interested parties. It is my understanding that Nova Southeastern University will not charge for this dissemination other than to cover the costs of duplicating, handling, and mailing of the materials.

Patricia A. Wagner
student's signature

6-1-97
date

Nova Southeastern University
Fischler Center for the Advancement of Education

PROJECT VERIFICATION FORM

Dear Mentor:

Practicum students in Nova Southeastern University's GEM programs for master's and educational specialist degrees are asked to provide verification that the project activities reported in this document took place as described. On this sheet please write a brief overview attesting to your knowledge of the project activity to which this will be aattached. Note that you are not asked to evaluate or make judgements about the quality of the project on this page.

Practicum Title Helping Primary Students Increase in Reading Skills Through Parent Literacy Training

Student's Name Patricia A. Wagner Completion date June 5, 1997

Project Site Rodney B. Cox Elementary

Mentor's Name Bernice S. Mathis (print) Bernice S Mathis (signature)

Mentor's position at the site Asst. Principal Phone # 772 567 5103

Comment on impact of the project (handwritten):

This was an excellent project that was well received by the parents and the second grade Continued Progress team. This program will be continued in the 1997/1998 school year.

BEST COPY AVAILABLE